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ABSTRACT

This final report of the State Educational Agencies (SEA) Management of Compensatory Education Project was funded by ESEA Title V-505 and developed in cooperation with ESEA Title I. Seven states participated in this three-year, four-phase collective endeavor, agreeing to develop and field test an approach toward improving the management of compensatory education programs. The project products, two self-analysis instruments, one for State Educational Agencies (SEA) and the other for Local Educational Agencies (LEA), were said to be developed with Title I as its focal point, but that, with minor alterations, the findings could be applied to any compensatory education program and perhaps to similar programs not regarded as compensatory in nature. Any LEA or SEA, purportedly, can utilize these instruments to identify strengths and weaknesses in the administration of ESEA Title I programs. Additional products of the project were an SEA and LEA Process Models, serving as supporting instruments to the self-evaluation instruments. These were said to be designed to facilitate the better use of the instruments by identifying the "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. They also enable the SEA and LEA to plan, assign responsibility, and monitor the processes or activities. Implementation findings on both the seven participating SEA and fourteen LEA agencies are given in this final report. (Author/AM)

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SEA MANAGEMENT OF COMPENSATORY EDUCATION PROGRAMS

A MULTI-STATE PROJECT

FINAL REPORT

MARCH 1975

Special Project Grant Under Section 505, Title V
of the
Elementary and Secondary Education Act of 1965
P.L. 89-10 as Amended

VD 015369

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SECTION I

INTRODUCTION
AND
PROJECT SUMMARY

INTRODUCTION

The SEA MANAGEMENT OF COMPENSATORY EDUCATION PROJECT was originated in April 1972, to be completed in March 1975. Seven states – Alabama, Arkansas, California, Colorado, Minnesota, New Jersey, and North Carolina – in cooperation with Title V and Title I of the U. S. Office of Education, agreed collectively to develop and field test an approach toward improving management of compensatory education programs.

In a like manner the seven State Education Agencies (SEAs) and selected Local Education Agencies (LEAs) combined their efforts and expertise in order to bring to bear as many resources as possible to this effort. At the local level, some parent advisory committees and other agencies were also involved.

The result of this mix brought into the Project, states ranging from the size of Colorado to the size of California; and local districts from the largest – Los Angeles, California and Newark, New Jersey – to rather small ones such as Hope, Arkansas and Monte Vista, Colorado.

This Project, funded by ESEA Title V-505, was developed in cooperation with ESEA Title I as a joint venture. Early in the Project organization it was determined that Title I must become the focal point and that the Project must concentrate on that program but, with minor alterations, the findings could be applied to any compensatory education program and perhaps, to a similar programs not necessarily considered compensatory in nature.

Parents, Title I Advisory Council members, school board members, state Title I directors and staffs, and USOE representatives from Title V and Title I all worked together in this Project. The meetings of this entire group developed so that all interest levels were represented and encouraged to contribute.

Significant products of this cooperative effort are two Self-Analysis Instruments, one for State Education Agencies and the other for Local Education Agencies. Their purpose is to assist a respective user to identify their strengths and weaknesses in the administration of ESEA Title I Programs. Additional products of this project is an SEA Process Model and an LEA Process Model which serve as supporting instruments to the Self-Analysis Instruments. The Process Models identify the "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. It also enables the user to plan, assign responsibility and monitor the processes or activities.

If these Instruments serve to improve the administration of programs and also have an impact on improving the rapport between branches of educational governance; the time, energy and money spent will get a maximum return. The end result of helping to better serve the education of children will be materially advanced and the chief goal of those involved will have been satisfied.

PROJECT SUMMARY

Planning Grant (1 January, 1972 – 31 March, 1972)

After the seven states of Alabama, Arkansas, California, Colorado, Minnesota, New Jersey, and North Carolina agreed to participate in this project, a series of planning meetings were scheduled. The expenses for these meetings were to be paid from funds granted for this purpose ($7,000) by the U. S. Office of Education. The initial meeting was held in Chicago in January, 1972, attended by representatives of the seven participating states and representatives of the U. S. Office of Education.

A further discussion regarding the project was held in Atlanta in February. Ad Hoc committees were established to develop the application, formulate rules of operation, and to search for a Project Director.

Operating rules were presented, amended, and adopted during an April meeting in North Carolina. At the same meeting it was decided to open up the search for a director to a wider geographical area, as the committee to seek applicants reported there was not a sufficient number interested in applying and some applicants did not meet the requirements.

New Jersey was appointed as the administering state for the Project and funds were to be handled by them, making use of the New Jersey Education Consortium, Inc.

The project application was prepared and submitted to the U. S. Office of Education. On April 1, 1972, approval was received for a contemplated three-year period, with projected Federal funds of $300,000. The first grant of $93,7000 covered the fiscal year April 1, 1972, to March 31, 1973.

The Ad Hoc Committees had accomplished their work with the exception of presenting a name to be considered for the position of Project Director. This item was held over until the next meeting of the SEA Policy Committee.

Phase I – Criteria Development (1 April, 1972 – 12 January, 1973)

The Policy Committee met in July, 1972, Denver, Colorado, at which time Ward M. Vining was employed as Project Director. Also at this meeting the operating procedures were amended to include the LEA representatives as total participants rather than as reactors and/or observers.

Mr. Vining assumed full-time position as Director in August of 1972 and established an office at 1390 Logan Street, Suite 210, Denver, Colorado. He contracted with the Northern Colorado Board of Cooperative Educational Services (NCBOCES) to prepare preliminary criteria statements and to outline the activity schedule for the Project. The products of this effort were presented to the SEA Policy Committee and the LEA Advisory Committee at the Project Review Meeting in San Francisco in October, 1972. At this two-day meeting the statements were modified and areas of concern were identified.

Communication Technology Corporation (CTC) of Marlton, New Jersey, was contacted to provide permanent consultants to this Project. With this action confirmed by the SEA Policy Committee and with the approval of the U. S. Office of Education, the Director set up a meeting with Mr. Lawrence LaMoure of the Title V office and CTC to formalize the Project parameters and to decide the scope of the definition for compensatory education. At this session agreement was reached that, while the product of this Project (a self-evaluation instrument) might fit many areas, it would have to be developed for Title I in order to have a reference point.

The Washington, D. C. meeting in January of 1973 was held to review and adopt the developed criteria. CTC presented the criteria (item by item) and adoption of each criteria statement was made.

Approval was given to hire an education auditor to assist with the development of the Instrument Implementation and Analysis Plan. His duties would also include auditing of the process as it was being conducted. The thrust of this position was to identify any weaknesses as the Instrument was implemented, rather than have such weaknesses identified after the fact.

An Ad Hoc Committee was appointed to assist with presentation of the continuing proposal for the next phase of the Project. The Committee met later in January to present the application for the fiscal period April 1, 1973, to March 31, 1974, to the U. S. Office of Education for approval. After several amendments, approval was received on March 15, 1973.

Phase II – Development of Self-Analysis Instrument (13 January, 1973 – 27 April, 1973)

The SEA Policy Committee met in Denver at the Director's office in March, 1973 to review the progress on the Self-Analysis Instrument. Also discussed was the development of a brochure describing the Project which the Director had prepared in preliminary form. CTC completed and produced the final brochure.

Approval was given by the Committee to enter into a contract with Dr. Jimmie C. Fortune to act as Education Auditor for the Project.

The Self-Analysis Instrument was presented at the Project Review Meeting in Little Rock, Arkansas, in April where it was discussed, amended, and adopted.

The Instrument Implementation and Analysis Plan was introduced at this meeting by Dr. Jim Fortune. The schedule of implementation, both on-site and mailings, was approved.

Phase III – Self-Analysis Instrument Implementation (28 April, 1973 – 31 March, 1974)

The approved schedule for on-site visits was maintained by the Director and CTC and results were encouraging. However, as they considered the presentation of the analysis of these visits to the SEA Policy Committee, it became increasingly evident that a more complete report would be desirable to keep from having to call an additional meeting of the Policy Committee. Therefore, they contacted by telephone the three states – Alabama, Arkansas, and Colorado – who were to complete the implementation of the Instrument by mail, and asked them to speed up their schedule. With their cooperation the necessary information to complete the report was received.

In November the SEA Policy Committee met in Denver to hear reports of the Instrument Implementation and Analysis. Recommended changes in the Instrument were presented and those adopted were incorporated into the final Instrument. Final copies of the Self-Analysis Instrument were provided to all project participants at the February Project Review Meeting in San Diego.

Phase IV – Development of LEA Self-Analysis Instrument and SEA/LEA Process Models
(1 April, 1974 – 31 March, 1975)

Phase IV was directed towards the development of an LEA Self-Analysis Instrument and companion Process Models for both the SEA and LEA Self-Analysis Instruments. The LEA Self-Analysis Instrument was patterned after the existing SEA Self-Analysis Instrument. Instrument development included comprehensive review by all project participants and a complete on-site field test and validation prior to its finalization.

Both the SEA and LEA Process Models were designed as supporting instruments to the Self-Analysis Instruments. While each model can stand on its own as a basic planning document for an Education Agency, they basically identify "key" processes or activities that must be accomplished if improvement is desired as the result of self-analysis. Model development included comprehensive review and modification by project participants.

Final copies of both Self-Analysis Instruments and Process Models were provided to project participants and attendees at the final project meeting held in Winston-Salem, North Carolina on March 2–4, 1975.

Chronological Data Listing

The following items represent a chronological data listing of significant reports, partial products and historical documents concerning this project. Items referenced on this list are currently on file in the office of the Project Director and have been supplied to all concerned project participants.

Item	Date	
Preplanning meeting report (draft/Kamber)	December	1971
Planning meeting reports – Chicago, Illinois	January	1972
Atlanta, Georgia	February	1972
Grant Application, April 1, 1972 – March 31, 1973	March	1972
Search Committee Brochure	March	1972
Meeting minutes – Ad Hoc Screening Committee and SEA Policy Committee, Quail Roost Center, Rougemont, N. C.	April	1972
Interim Policies for Management of Compensatory Education Programs	April	1972
Meeting report, Search Committee, Washington, D. C.	May	1972
Meeting minutes, Malibu Airport Inn, Denver, Colorado	July	1972
Overview of Management System Criteria	September	1972
Meeting minutes, Holiday Inn, San Francisco, California	October	1972
Meeting minutes, Quality Inn, Washington, D. C.	January	1973
Criteria Statements	January	1973
First draft Self-Analysis Instrument	March	1973
Grant Application, April 1, 1973 – March 31, 1974	March	1973
Meeting minutes, SEA Policy Committee, Denver, Colorado	March	1973
Meeting minutes, Little Rock, Arkansas	April	1973
Second draft Sefl-Analysis Instrument	May	1973
Project Brochure	May	1973
Project Implementation and Analysis Plans	July	1973
Project Progress Report	July	1973

Chronological Data Listing (Cont'd.)

Item	Date	
Final Instrument Implementation and Analysis Plans	August	1973
Project News Report	September	1973
Schedule of Visitations (on-site)	September	1973
Project News Report and Article	October	1973
Self-Analysis Instrument modifications	November	1973
Meeting minutes, SEA Policy Committee, Denver, Colorado	November	1973
Draft Instrument Analysis and Findings	November	1973
Grant Application, April 1, 1974 – March 31, 1975	December	1973
Project News Report	January	1974
Director's Presentation to Title I Conference	February	1974
Final Self-Analysis Instrument	February	1974
Final Instrument Analysis and Findings	February	1974
Meeting minutes, San Diego, California	March	1974
Process Model Design Review, Washington, D. C.	May	1974
Draft of Process Models	June	1974
Project Progress Review, Marlton, N. J.	July	1974
Mail-out of Draft Process Models to Project Participants	August	1974
Project Review Meeting, Minnesota	August	1974
Title I Regional Presentation Materials Review, Washington, D. C.	August	1974
Title I Regional Presentation Materials Review, Washington, D. C.	September	1974
Title I Regional Presentations of Project – Atlanta, Dallas, San Francisco	September	1974
LEA Instrument Implementation	October/November	1974
Final Meeting Planning Conference, Winston-Salem	December	1974
Final Meeting Planning Conference, Washington, D. C.	January	1975

Chronological Data Listing (Cont'd.)

Item	Date	
Dissemination of all Instrumentation	February	1975
Final Project Meeting, Winston-Salem	March	1975
Project Termination	March	1975

SECTION II

IMPLEMENTATION FINDINGS

STATE EDUCATION AGENCY FINDINGS

General

Data collected in the administration of the SEA Self-Analysis Instrument to the seven participating State Education Agencies underwent two overall statistical treatments. The first treatment, Instrument Refinement Analysis, was directed towards a detailed analysis of the adequacy of the content and format of the draft Self-Analysis Instrument. Data collected in the comments column of the draft instrument was utilized to perform the analyses upon which to base the final revision of the instrument.

The second statistical treatment, Rating Response Analysis, included a comprehensive analysis of the rating responses provided by SEA participants and validated by LEA participants. Specific rating response analyses are presented within this section as Tables 1–4 and Figure 1 with corresponding narrative.

SEA Frequency of Responses (Table 1)

This table presents the frequency of SEA rating scale responses (all states) for each criterion rated during the administration of the SEA Self-Analysis Instrument.

LEA Frequency of Responses (Table 2)

This table presents the frequency of LEA rating scale responses (all LEAs) for each criterion rated during the validation of the SEA Self-Analysis Instrument.

SEA/LEA Frequency of Criteria Rating Inconsistencies (Table 3)

This table presents the frequency of SEA/LEA rating differences in response to criteria statements. The inconsistencies reported were caused by differences in rating responses between SEAs and LEAs.

Distribution of Median Responses (Table 4)

This table presents the SEA and LEA median response ratings of criteria for each section of the instrument. This distribution of median responses involves statistically estimating the "typical respondee" by calculating the median rating for each criterion for both SEAs and LEAs. These "typical" medians can then be used by an individual SEA for comparison purposes.

Average Rating by SEA Instrument Section (Figure 1)

This figure presents the average SEA and LEA ratings of criteria for each section of the instrument. Averages were calculated by assigning numbers to the rating scale as follows:

6.0 = Exemplary (worthy of dissemination)
5.0 = Meets Needs (little need for improvement)
4.0 = Meets Needs (great need for improvement)
3.0 = Fails to Meet Needs
2.0 = Does Not Exist (needed)
1.0 = Not Applicable

Note. "No Response" was not counted in the averaging. Standard deviations were then calculated for each section by SEA and LEA.

TABLE 1 – SEA FREQUENCY OF RESPONSES

SECTION	RATING	CRITERIA															
		1	2	3	4a	4b	4c	5	6	7	8	9	10	11	12	13	14
ORGANIZATION	EXEMPLARY		1	1		1		1				3	3	3	2	1	1
	MEETS NEEDS (LITTLE)	3		1	4	2	1	1	3		1	3	2	4	2	3	4
	MEETS NEEDS (GREAT)	2	3	2	1	2	3	2	1	4	2		1		2	2	2
	FAILS TO MEET NEEDS	1	2	1	1	1	2	2	1	2							
	DOES NOT EXIST (NEEDED)								1		3						
	NOT APPLICABLE			1							1						
	NO RESPONSE	1	1	1	1	1	1	1	1	1		1	1		1	1	
PROGRAM DESIGN	EXEMPLARY	3	5	5	2			1	2								
	MEETS NEEDS (LITTLE)	3	2	2	4			6	3								
	MEETS NEEDS (GREAT)				1				2								
	FAILS TO MEET NEEDS	1															
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
MANAGEMENT	EXEMPLARY		2	2	1			1	1	1		1		1			
	MEETS NEEDS (LITTLE)	3	4	5				4		4	5	5	1	4	5		
	MEETS NEEDS (GREAT)	3	1		1				2		1	1	4	1			
	FAILS TO MEET NEEDS									1							
	DOES NOT EXIST (NEEDED)				3			1	3	1			1		1		
	NOT APPLICABLE													1			
	NO RESPONSE	1			2			1	1		1		1		1		
EVALUATION	EXEMPLARY			1				1	1	1	1	1	1				
	MEETS NEEDS (LITTLE)	3	3	5	2				5	3	2	1					
	MEETS NEEDS (GREAT)	2	3		3			3		2	3	4	4				
	FAILS TO MEET NEEDS	1															
	DOES NOT EXIST (NEEDED)				1			1		1	1		1				
	NOT APPLICABLE																
	NO RESPONSE	1	1	1	1			2	1			1	1				
DISSEMINATION	EXEMPLARY	2	1							1	3	1		3			
	MEETS NEEDS (LITTLE)	4	4		1			2	3	5	1	6	4	2	2		
	MEETS NEEDS (GREAT)	1	2	1				4	1	1	1		3		2		
	FAILS TO MEET NEEDS			2	1				1								
	DOES NOT EXIST (NEEDED)								1		1			1	1		
	NOT APPLICABLE			2	3												
	NO RESPONSE			2	2			1	1					1	2		
SEA/LEA TRAINING	EXEMPLARY							1									
	MEETS NEEDS (LITTLE)	3	1	5	5			5									
	MEETS NEEDS (GREAT)	3	2		1												
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)		3	1													
	NOT APPLICABLE																
	NO RESPONSE	1	1	1	1			1									
TECHNICAL ASSISTANCE	EXEMPLARY	1	1					1	1								
	MEETS NEEDS (LITTLE)	4	3	5	6			5	4								
	MEETS NEEDS (GREAT)	1		1					1								
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)		1														
	NOT APPLICABLE		1														
	NO RESPONSE	1	1	1	1			1	1								
LEGISLATION	EXEMPLARY	2	2	3	2												
	MEETS NEEDS (LITTLE)	4	3	1	2												
	MEETS NEEDS (GREAT)		1	2	1												
	FAILS TO MEET NEEDS				1												
	DOES NOT EXIST (NEEDED)			1													
	NOT APPLICABLE																
	NO RESPONSE	1	1		1												

TABLE 2 – LEA FREQUENCY OF RESPONSES

SECTION	RATING	CRITERIA															
		1	2	3	4a	4b	4c	5	6	7	8	9	10	11	12	13	14
ORGANIZATION	EXEMPLARY										1	1	1	1	1		
	MEETS NEEDS (LITTLE)		1	1	2	1	1		2	2	2		1	4		1	2
	MEETS NEEDS (GREAT)							1	3		1	1					2
	FAILS TO MEET NEEDS								1	1							
	DOES NOT EXIST (NEEDED)				1	1					3						
	NOT APPLICABLE																
	NO RESPONSE	7	6	6	4	5	6	6	1	4		5	5	2	6	6	3
PROGRAM DESIGN	EXEMPLARY		2	3	1				1								
	MEETS NEEDS (LITTLE)	3	5	3	4			3	5								
	MEETS NEEDS (GREAT)	1		1				4									
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)	1							1								
	NOT APPLICABLE				1												
	NO RESPONSE	2			1												
MANAGEMENT	EXEMPLARY		1	2				1	1	1	1	2		1			
	MEETS NEEDS (LITTLE)	2	3	2	1			1	1	3	1	4	3	2	2		
	MEETS NEEDS (GREAT)		2	1									1	2	3		
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)				1				2	2		1	2				
	NOT APPLICABLE				1				1		1		1				
	NO RESPONSE	5	1	2	4			5	2	1	4			2	2		
EVALUATION	EXEMPLARY	1		1					1	1	1						
	MEETS NEEDS (LITTLE)				1				2	1	3	1					
	MEETS NEEDS (GREAT)	1	2	1	2			2				1					
	FAILS TO MEET NEEDS		1	1	1				1								
	DOES NOT EXIST (NEEDED)							3	1	1		1					
	NOT APPLICABLE							1					1				
	NO RESPONSE	5	4	4	3			1	2	4	3	4	6				
DISSEMINATION	EXEMPLARY		2								1	2	1	1	1		
	MEETS NEEDS (LITTLE)	3	4	2	1					5	2	3	2	2	1		
	MEETS NEEDS (GREAT)	3		2	1				1	2			3	1	1		
	FAILS TO MEET NEEDS	1						2	1								
	DOES NOT EXIST (NEEDED)		1	1	2						4				3		
	NOT APPLICABLE				1												
	NO RESPONSE			2	2			5	5			2	1	3	1		
SEA/LEA TRAINING	EXEMPLARY		1		1			1									
	MEETS NEEDS (LITTLE)	2		1	1			2									
	MEETS NEEDS (GREAT)			2	2			1									
	FAILS TO MEET NEEDS			2				1									
	DOES NOT EXIST (NEEDED)			1	1			1									
	NOT APPLICABLE			1													
	NO RESPONSE	5	6		2			1									
TECHNICAL ASSISTANCE	EXEMPLARY							2	1								
	MEETS NEEDS (LITTLE)	1	1	4	4			3	4								
	MEETS NEEDS (GREAT)			1	1			1									
	FAILS TO MEET NEEDS							1									
	DOES NOT EXIST (NEEDED)		1		1												
	NOT APPLICABLE																
	NO RESPONSE	6	5	2	1				2								
LEGISLATION	EXEMPLARY			1	1												
	MEETS NEEDS (LITTLE)	4	3	4	2												
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE	3	4	2	4												

TABLE 3

SEA/LEA – FREQUENCY OF CRITERIA RATING INCONSISTENCIES

INSTRUMENT SECTION	Criteria Statement Number															
	1	2	3	4a	4b	4c	5	6	7	8	9	10	11	12	13	14
ORGANIZATION	7	7	7	5	7	7	7	5	6	5	6	7	5	7	7	6
PROGRAM DESIGN	5	3	4	5	X	X	5	5	X	X	X	X	X	X	X	X
MANAGEMENT	4	3	5	5	X	X	5	6	4	4	4	4	5	4	X	X
EVALUATION	7	4	6	5	X	X	4	5	7	6	6	6	X	X	X	X
DISSEMINATION	3	4	6	6	X	X	7	7	3	4	3	6	4	6	X	X
SEA/LEA TRAINING	6	6	6	4	X	X	5	X	X	X	X	X	X	X	X	X
TECHNICAL ASSISTANCE	5	6	4	4	X	X	5	4	X	X	X	X	X	X	X	X
LEGISLATION	4	4	6	5	X	X	X	X	X	X	X	X	X	X	X	X

TABLE 4 – DISTRIBUTION OF MEDIAN RESPONSES

SECTION	RATING	CRITERIA															
		1	2	3	4a	4b	4c	5	6	7	8	9	10	11	12	13	14
ORGANIZATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	S		S	S	S						S	S	S/L	S	S	S
	MEETS NEEDS (GREAT)		S				S	S	S/L	S		L					L
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)										S						
	NOT APPLICABLE																
	NO RESPONSE	L	L	L	L	L	L	L		L	L		L		L	L	
PROGRAM DESIGN	EXEMPLARY		S	S													
	MEETS NEEDS (LITTLE)	S	L	L	S/L			S	S/L								
	MEETS NEEDS (GREAT)	L						L									
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
MANAGEMENT	EXEMPLARY																
	MEETS NEEDS (LITTLE)		S/L	S/L				S		S/L	S	S/L		S	S		
	MEETS NEEDS (GREAT)	S											S/L	L	L		
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)				S				S/L								
	NOT APPLICABLE																
	NO RESPONSE	L			L			L			L						
EVALUATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)			S					S	S	L						
	MEETS NEEDS (GREAT)	S	S		S			S			S	S	S				
	FAILS TO MEET NEEDS				L				L								
	DOES NOT EXIST (NEEDED)							L									
	NOT APPLICABLE																
	NO RESPONSE	L	L	L						L		L	L				
DISSEMINATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	S	S/L							S/L	S	S/L	S	S			
	MEETS NEEDS (GREAT)	L		L				S	S				L	L	S		
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)				L						L				L		
	NOT APPLICABLE			S	S												
	NO RESPONSE							L	L								
SEA/LEA TRAINING	EXEMPLARY																
	MEETS NEEDS (LITTLE)			S	S			S									
	MEETS NEEDS (GREAT)	S			L			L									
	FAILS TO MEET NEEDS			L													
	DOES NOT EXIST (NEEDED)		S														
	NOT APPLICABLE																
	NO RESPONSE	L	L														
TECHNICAL ASSISTANCE	EXEMPLARY																
	MEETS NEEDS (LITTLE)	S	S	S/L	S/L			S/L	S/L								
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE	L	L														
LEGISLATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	S/L	S	S/L	S												
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE		L		L												

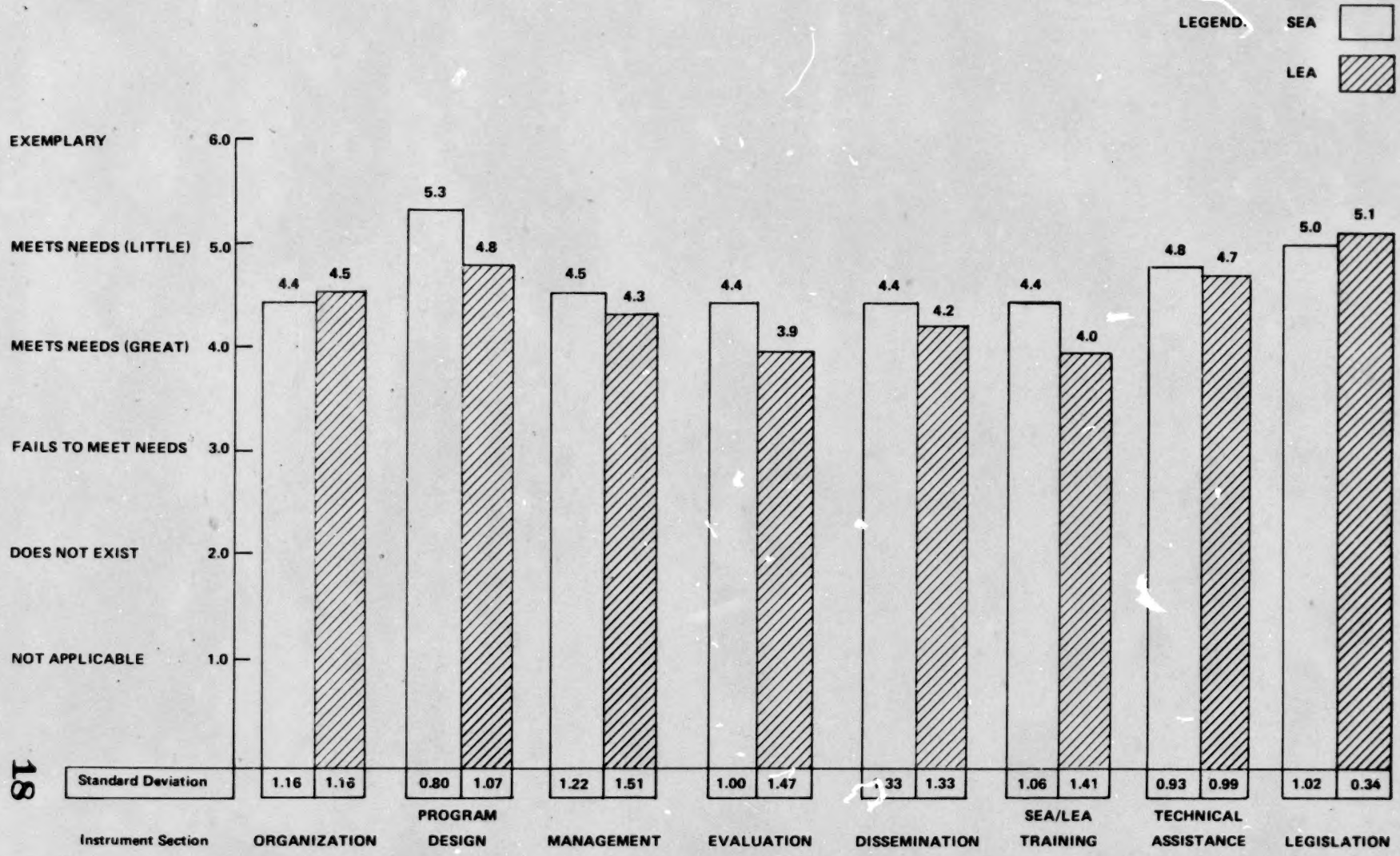

FIGURE 1 – AVERAGE RATING BY SEA INSTRUMENT SECTION

LOCAL EDUCATION AGENCY FINDINGS

General

Data collected in the administration of the LEA Self-Analysis Instrument to the fourteen participating Local Education Agencies underwent two overall statistical treatments. The first treatment, Instrument Refinement Analysis, was directed towards a detailed analysis of the adequacy of the content and format of the draft Self-Analysis Instrument. Data collected in the comments column of the draft instrument was utilized to perform the analyses upon which to base the final revision of the instrument.

The second statistical treatment, Rating Response Analysis, included a comprehensive analysis of the rating responses provided by LEA participants and validated by SEA participants. Specific rating response analyses are presented within this section as Tables 5–8 and Figure 2 with corresponding narrative.

LEA Frequency of Responses (Table 5)

This table presents the frequency of LEA rating scale responses (all LEAs) for each criterion rated during the administration of the Self-Analysis Instrument.

SEA Frequency of Responses (Table 6)

This table presents the frequency of SEA rating scale responses (all states) for each criterion rated during the validation of the LEA Self-Analysis Instrument.

LEA/SEA Frequency of Criteria Rating Inconsistencies (Table 7)

This table presents the frequency of LEA/SEA rating differences in response to criteria statements. The inconsistencies reported were caused by differences in rating responses between LEAs and SEAs.

Distribution of Median Responses (Table 8)

This table presents the LEA and SEA median response ratings of criteria for each section of the instrument. This distribution of median responses involves statistically estimating the "typical respondee" by calculating the median ratings for each criterion for both LEAs and SEAs. These "typical" medians can then be used by an individual LEA for comparison purposes.

Average Rating by LEA Instrument Section (Figure 2)

This figure presents the average LEA and SEA ratings of criteria for each section of the instrument. Averages were calculated by assigning numbers to the rating scale as follows:

6.0 = Exemplary (worthy of dissemination)
5.0 = Meets Needs (little need for improvement)
4.0 = Meets Needs (great need for improvement)
3.0 = Fails to Meet Needs
2.0 = Does Not Exist (needed)
1.0 = Not Applicable

Note: "No Response" was not counted in the averaging. Standard deviations were then calculated for each section by LEA and SEA.

TABLE 5 – LEA FREQUENCY OF RESPONSES

SECTION	RATING	CRITERIA															
		1a	1b	2a	2b	3a	3b	3c	4	5	6	7	8	9	10	11	12
ORGANIZATION	EXEMPLARY	1		2		1				2	2	6	8	6	8	1	1
	MEETS NEEDS (LITTLE)	9		7		2			7	9	8	4	4	6	4	12	7
	MEETS NEEDS (GREAT)	3		2		5			4	2	2	4	1	2	1	1	5
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)			2		4					1		1		1		1
	NOT APPLICABLE					1			1								
	NO RESPONSE	1		1		1			2	1	1						
PROGRAM DESIGN	EXEMPLARY	3		2		2			2	2	3						
	MEETS NEEDS (LITTLE)	9		6		8			11	10	5						
	MEETS NEEDS (GREAT)			2		4			1	1	6						
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)			3						1							
	NOT APPLICABLE			1													
	NO RESPONSE	2															
MANAGEMENT	EXEMPLARY			1					1	1	5	1	1				
	MEETS NEEDS (LITTLE)	12		8		12			10	8	9	9	8				
	MEETS NEEDS (GREAT)	2		2					2	1			5				
	FAILS TO MEET NEEDS			1													
	DOES NOT EXIST (NEEDED)			2		2			1			1					
	NOT APPLICABLE											3					
	NO RESPONSE									4							
EVALUATION	EXEMPLARY	1		1					1	1			1			1	1
	MEETS NEEDS (LITTLE)	4		2		14			11	11	3	8	4	5	4	4	7
	MEETS NEEDS (GREAT)	5		4					1	1		5	4	3	4	5	3
	FAILS TO MEET NEEDS	1							1								
	DOES NOT EXIST (NEEDED)	2		5						1	6	1	5	5	6	3	2
	NOT APPLICABLE										5			1		1	1
	NO RESPONSE	1		2													
DISSEMINATION	EXEMPLARY	6	1	4		4			2	2	1	2	3	4			
	MEETS NEEDS (LITTLE)	4	1	4		5			5	10	9	8	11	9	8	5	8
	MEETS NEEDS (GREAT)	2	4	5	6	1			4	2	4			1	2	4	3
	FAILS TO MEET NEEDS											1					
	DOES NOT EXIST (NEEDED)	2		1		4			3			2			4	5	2
	NOT APPLICABLE		8		8							1					1
	NO RESPONSE																
IN-SERVICE TRAINING	EXEMPLARY	2		1		1	3	2	1	2							
	MEETS NEEDS (LITTLE)	8		10		8	11	7	8	12	11						
	MEETS NEEDS (GREAT)	4		3		3		3			1						
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)							1	1		1						
	NOT APPLICABLE					2		1	4		1						
	NO RESPONSE																
TECHNICAL ASSISTANCE	EXEMPLARY	2		2		1			1								
	MEETS NEEDS (LITTLE)	11		11		13			12								
	MEETS NEEDS (GREAT)			1					1								
	FAILS TO MEET NEEDS	1															
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
LEGISLATION	EXEMPLARY	3		1		2											
	MEETS NEEDS (LITTLE)	5		8		8											
	MEETS NEEDS (GREAT)	4		3		4											
	FAILS TO MEET NEEDS			1													
	DOES NOT EXIST (NEEDED)	1															
	NOT APPLICABLE																
	NO RESPONSE	1		1													

TABLE 6 – SEA FREQUENCY OF RESPONSES

SECTION	RATING	CRITERIA															
		1a	1b	2a	2b	3a	3b	3c	4	5	6	7	8	9	10	11	12
ORGANIZATION	EXEMPLARY	2				2				3		3	2	1	6	4	
	MEETS NEEDS (LITTLE)	7		7		6			11	8	12	9	7	8	7	8	4
	MEETS NEEDS (GREAT)	1		2		2				1			1	2		2	1
	FAILS TO MEET NEEDS	1							1								1
	DOES NOT EXIST (NEEDED)					1						1	1				1
	NOT APPLICABLE																
	NO RESPONSE	3		5		3			2	2	2	1	3	3	1		7
PROGRAM DESIGN	EXEMPLARY					1				1	2						
	MEETS NEEDS (LITTLE)	12		10		9			9	9	8						
	MEETS NEEDS (GREAT)			2		3			3	2	2						
	FAILS TO MEET NEEDS									1							
	DOES NOT EXIST (NEEDED)								1		1						
	NOT APPLICABLE			1													
	NO RESPONSE	2		1		1			1	1	1						
MANAGEMENT	EXEMPLARY	1		1		1			3	1		2	1				
	MEETS NEEDS (LITTLE)	9		7		9			4	7	11	9	8				
	MEETS NEEDS (GREAT)	2		1					3			2					
	FAILS TO MEET NEEDS											1	1				
	DOES NOT EXIST (NEEDED)			2		1			1	1							
	NOT APPLICABLE																
	NO RESPONSE	2		3		3			3	5	3		4				
EVALUATION	EXEMPLARY	2				2			2	3							1
	MEETS NEEDS (LITTLE)	7		5		12			10	9	2	6	3	5	4	5	5
	MEETS NEEDS (GREAT)			1					1	1	3	2	2	3		1	3
	FAILS TO MEET NEEDS	1		1								1	2		1	1	
	DOES NOT EXIST (NEEDED)	1		2						1	2	1	2	2	3	3	1
	NOT APPLICABLE																
	NO RESPONSE	3		5					1		7	4	5	4	6	4	4
DISSEMINATION	EXEMPLARY													1	1		1
	MEETS NEEDS (LITTLE)	8	4	8	4	8			6	8	8	7	11	6	5	9	10
	MEETS NEEDS (GREAT)	2		4		3			3	2	5			3			
	FAILS TO MEET NEEDS	1	1		1					1				1	1		
	DOES NOT EXIST (NEEDED)	2	1	2	1	1			3	2		2			2	1	
	NOT APPLICABLE		6		6												
	NO RESPONSE	1	2		2	2			2	1	1	5	3	3	5	4	3
IN-SERVICE TRAINING	EXEMPLARY			1		1	2	2		1	1						
	MEETS NEEDS (LITTLE)	9		7		8	10	5	9	8	8						
	MEETS NEEDS (GREAT)	3		1		1	1	4	2	4	2						
	FAILS TO MEET NEEDS	1					1										
	DOES NOT EXIST (NEEDED)			1				2			1						
	NOT APPLICABLE					3			1								
	NO RESPONSE	1		4		1		1	2	1	2						
TECHNICAL ASSISTANCE	EXEMPLARY	1		1					2								
	MEETS NEEDS (LITTLE)	13		10		11			9								
	MEETS NEEDS (GREAT)			1		1			2								
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE			2		2			1								
LEGISLATION	EXEMPLARY	2		1		2											
	MEETS NEEDS (LITTLE)	10		8		9											
	MEETS NEEDS (GREAT)	1		1		3											
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)			1													
	NOT APPLICABLE																
	NO RESPONSE	1		3													

TABLE 7

LEA/SEA – FREQUENCY OF CRITERIA RATING INCONSISTENCIES

INSTRUMENT SECTION	Criteria Statement Number															
	1a	1b	2a	2b	3a	3b	3c	4	5	6	7	8	9	10	11	12
ORGANIZATION	7	X	8	X	8	X	X	6	7	5	9	12	10	8	4	10
PROGRAM DESIGN	5	X	7	X	5	X	X	6	7	6	9	X	X	X	X	X
MANAGEMENT	5	X	9	X	7	X	X	11	7	7	8	10	X	X	X	X
EVALUATION	10	X	10	X	2	X	X	7	6	11	9	12	14	11	11	7
DISSEMINATION	12	7	10	8	11	X	X	9	8	7	9	6	8	9	10	8
IN-SERVICE TRAINING	7	X	7	X	8	5	7	7	7	6	X	X	X	X	X	X
TECHNICAL ASSISTANCE	4	X	6	X	4	X	X	6	X	X	X	X	X	X	X	X
LEGISLATION	7	X	8	X	8	X	X	X	X	X	X	X	X	X	X	X

TABLE 8 – DISTRIBUTION OF MEDIAN RESPONSES

SECTION	RATING	CRITERIA															
		1a	1b	2a	2b	3a	3b	3c	4	5	6	7	8	9	10	11	12
ORGANIZATION	EXEMPLARY												L		L		
	MEETS NEEDS (LITTLE)	L/S		L/S		S			L/S	L/S	L/S	L/S	S	L/S	S	L/S	L/S
	MEETS NEEDS (GREAT)					L											
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
PROGRAM DESIGN	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S			L/S	L/S	L/S						
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
MANAGEMENT	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S			L/S	L/S	L/S	L/S	L/S				
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
EVALUATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	S		S		L/S			L/S	L/S		L/S		S		S	L/S
	MEETS NEEDS (GREAT)	L		L							S		L/S	L	L/S	L	
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)										L						
	NOT APPLICABLE																
	NO RESPONSE																
DISSEMINATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S			L/S	L/S	L/S	L/S	L/S	L/S	L/S	S	L/S
	MEETS NEEDS (GREAT)															L	
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)		S		S												
	NOT APPLICABLE		L		L												
	NO RESPONSE																
IN-SERVICE TRAINING	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S	L/S	L/S	L/S	L/S	L/S						
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
TECHNICAL ASSISTANCE	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S			L/S								
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																
LEGISLATION	EXEMPLARY																
	MEETS NEEDS (LITTLE)	L/S		L/S		L/S											
	MEETS NEEDS (GREAT)																
	FAILS TO MEET NEEDS																
	DOES NOT EXIST (NEEDED)																
	NOT APPLICABLE																
	NO RESPONSE																

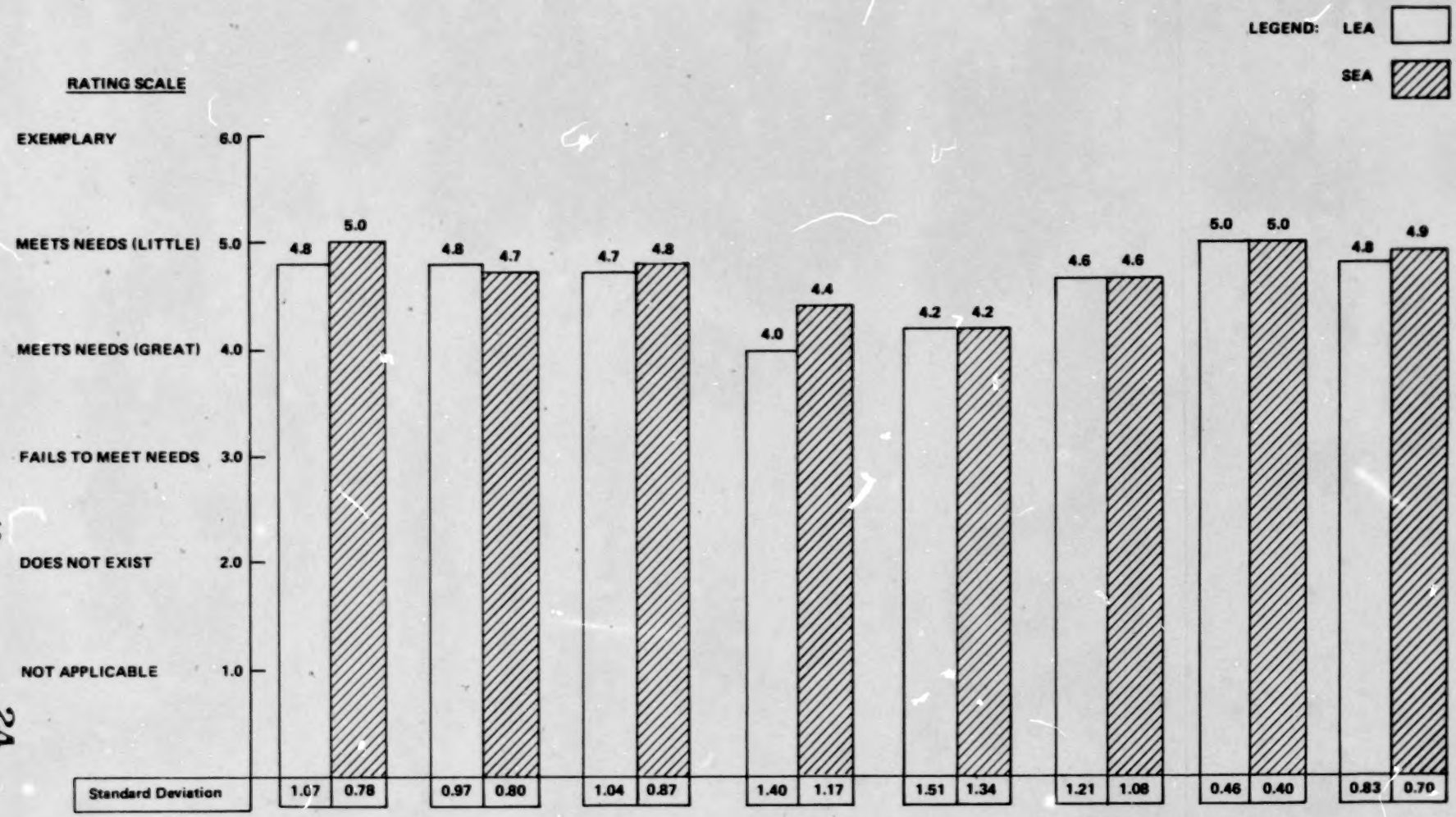

FIGURE 2 – AVERAGE RATING BY LEA INSTRUMENT SECTION

SECTION III

PROJECT DIRECTOR'S REPORT

PROJECT DIRECTOR'S REPORT

Late in the year 1971 there were discussions at the U. S. Office of Education regarding the necessity of developing more effective procedures for the management of compensatory education at the state level. There was considerable receptivity to such an approach at state departments of education because of the sincere efforts by states to improve the administration of these programs, in particular Title I of the Elementary and Secondary Education Act.

In this writer's opinion, Title I came on the scene at a period in history when states were emphasizing service and leadership rather than supervision, and thrust upon them the administration of an act for which they were philosophically and structurally not well prepared.

State departments of education were in general trying to bolster the cause of local control by exercising as little state control as possible while building the image of being ready and capable of exerting leadership and giving service wherever needed or when called upon by local school districts.

In turn, this was most acceptable to the local educational agencies (LEAs) by their administrators and their school boards as it fitted into their philosophy and helped to build up their images. There is a deep-seated feeling that education is a local concern and both the state and Federal governments should leave it to local determination. If either or both of these levels of government put up funds, they should do so without strings. The question of logic is not being discussed here; the point is that this was the climate in many, if not most, states in 1965 when Title I became a reality.

With the administration of this entire Act, P. L. 89-10, the role of the state changed abruptly. The states were given the administration of programs and the U. S. Office of Education was cast in the role of providing service and leadership.

Some states were in a better position than others to take on this new responsibility. In general, states were not seeking program management responsibilities due to their philosophical posture. As states began to increase state aid, the fear of state control was voiced by local school districts. State leaders voiced similar positions regarding the advent of Federal aid. Thus they found themselves on the side of the local districts regarding the question of Federal aid, while at the same time trying to allay their fears regarding state aid and the emerging role of state departments of education.

In addition, in many states the salary schedules made it difficult to staff up for the burden of administering this massive new Title I program, to say nothing of the other related programs included in the legislation.

Again, in the wirter's view, these new roles by states and the U. S. Office of Education went along fairly well for several years until Congress began to seek answers to the question, How is Title I doing? Getting these answers was complicated by the reluctance of some state education agencies (SEAs) to fully administer programs, by ambiguities in the legislation, conflicting interpretations at both the Federal and state levels, reduced funding, and late congressional action on funding. Also, some evaluators wanted Federal and state goals written into the guidelines, while most educators were content to leave goal setting to local determination. Getting reliable data for congressional consumption was difficult under these conditions.

In order to answer the questions of Congress regarding the success or failure of programs, the Office of Education needed greater consistency in the areas of reporting, planning, programming, expenditures, evaluation, needs assessment, etc. This needed to be accomplished without straining the relations between USOE and states, and without increasing the spectre of Federal control. Efforts to accomplish this took different turns and at the state level received different degrees of acceptance. There were increased efforts at technical assistance; with program packages, program reviews, write-ups of successful programs, etc.

Pressures by Congress for answers to these very difficult questions, and similar concerns by states, spawned this Project for self-analysis of state-level practices in the management of compensatory education.

The acceptance of the concept of self-analysis as opposed to some other type of evaluation was an agreeable compromise by those educators at both state and Federal levels who were looking for ways to improve the quality of management without the emotional impact that some other methods might have.

The SEA Management of Compensatory Education Project was originated in April 1972, to be completed in March 1975. Seven states – Alabama, Arkansas, California, Colorado, Minnesota, New Jersey, and North Carolina – in cooperation with Title V and Title I of the U. S. Office of Education, agreed to collectively develop and field test an approach toward improving management of compensatory education programs by SEAs.

In a like manner the seven SEAs and selected LEAs combined their efforts and expertise in order to bring to bear as many resources as possible to this effort. At the local level, some parent advisory committees and other agencies were also involved.

The result of this mix brought into the Project states ranging from the size of Colorado to the size of California; and local districts from the largest – Los Angeles, California, and Newark, New Jersey – to rather small ones such as Hope, Arkansas, and Monte Vista, Colorado.

This Project, funded by ESEA, Title V-505, was developed in cooperation with ESEA, Title I as a joint venture. Early in the Project organization it was determined that Title I must become the focal point and that the Project must concentrate on that program but, with minor alterations, the findings could be applied to any compensatory education program and perhaps, to a similar program not necessarily considered compensatory in nature.

As this Project evolved, the role of the local districts also evolved. This change was officially noted in the July 1972 minutes of the SEA Policy Committee meeting where LEAs were made participating members of the Project rather than merely reactors.

Parents, Title I Advisory Council members, school board members, state Title I directors and staffs, and USOE representatives from Title V and Title I all worked together in this Project. The meetings of this entire group developed so that all interest levels were represented and encouraged to contribute.

Dr. Richard Fairley, Director of Title I, remarked that he knew of no other project where two U. S. Office of Education branches had worked together and where so many other groups had combined their efforts. In fact, the manner in which work was conducted in this Project may well become a model in itself. Fairley said.

The products of these efforts are two self-analysis instruments and two process models. Any SEA or LEA can utilize the instruments to identify strengths and weaknesses in its management of compensatory education programs.

The process models are designed to direct users' thinking along lines that will lead to changes that may be identified as necessary or advantageous to make. As these instruments are used at state and local levels, the kind of involvement that developed them should be an example of how to use them for best results. Total involvement of all staff, boards of education, and lay committees at the state department level, and the involvement of lay citizens and boards of education at the local level will not only add to the results of the analysis, but enhance the understanding of program administration and facilitate dissemination at both levels of management.

The proposal was for a three-year project divided into four phases. The initial phase was directed toward the development of comprehensive criteria which would provide the basis for effective management of compensatory education programs. These criteria were not considered an end in themselves, but rather were to be used as a guide for future development of the SEA Self-Analysis Instrument.

The organization of these criteria resulted in a functional approach, rather than some other approach, such as a legalistic one. The criteria then fell into the areas of administration, legislation, program design, evaluation, dissemination, management, SEA/LEA training, and technical assistance. The criteria expressed the ultimate in administration practice – not what is, but rather what ought to be. It has been invaluable in keeping us on track and is an example of the wise leadership the SEA Policy Committee has given to this endeavor.

The second phase included the development of a self-evaluation instrument based upon the criteria agreed upon in Phase I. Here again the instrument was not regarded as a final product at this time, but was subject to change and modification as indicated during the Phase III field test.

In Phase III, four of the participating SEAs had the Instrument administered by a team made up of the Project director and a consultant from the Communication Technology Corporation (CTC). The other three states completed the implementation process without assistance, using instructions developed during the first four on-site implementation visits.

SEA responses to certain questions applicable to LEAs were validated by the participating LEAs. Here, dialogue between the state agency and local districts was established by reviewing each other's answers to the Instrument, to ascertain if disagreement existed, and if so, why. While the job of the Project staff was to validate the effectiveness of the Instrument, it became clear to those involved that this would certainly be the time to expand communication between SEAs and LEAs in the future use of the Instrument. There were increasing ramifications for accountability as this total effort began to unfold. The application of the Instrument also will begin the identification of administration practices worthy of dissemination. Evaluation plans and strategies were developed during this phase.

The analysis of the on-site application of the SEA Instrument is documented in the Final Project Report. The finalizing of this Instrument was held in abeyance until the results of the now-pending LEA Instrument could be studied.

It was during the period of validating the SEA Self-Analysis Instrument that the SEA Policy Committee voted to redo the Instrument to also fit the needs of LEAs. The need for this became evident as several LEAs expressed a desire to change the SEA Instrument so they could better make use of it in their districts.

Title V cooperated by accepting modifications in the Project application to accommodate this expressed need.

It was at this time that a most important ingredient of this Project was made evident. The continuity and dedication of membership made it possible for all participants to understand that an SEA Self-Analysis Instrument alone was not enough to carry out the expanding horizons of this Project. The management cycle did not begin and end with the state, and the mere identification of weaknesses did not correct them. This group's vision and understanding led to the development of an LEA instrument and the request for process models to facilitate the implementation of both Instruments. A group that changed periodically might well have missed the total picture.

Phase IV called for validating the LEA Instrument in a manner similar to that employed in validating the SEA Instrument. The only change was in visiting all seven states, since our experience had shown us that the best results were obtained in this manner. Changes dictated by the on-site visits were subsequently made.

Where these changes had ramification for the SEA Instrument, both Instruments were changed. This completed the Instrument development, and copies were printed.

Process models were developed to facilitate the better use of the Instruments. The models were designed to stimulate the thought process of persons using them. They were not intended to be exhaustive but rather to lead users in the right thought direction.

With the completion of the self-evaluation instruments and the process models, the Project has provided a link between the grant awards, and provided the potential for analysis of the management cycle.

A rewarding side effect has been the increased display of cooperation of the Project participants, even though so many varied areas of interest were represented. Most of the fears, if not all of them, regarding the involvement of so many divergent groups were laid to rest.

Much of the credit for this must go to the SEA Policy Committee. This group, made up of a representative from each state plus the chairman of the LEA Advisory Committee, set a positive tone. The posture of this committee was fundamentally that, if a state could get its LEAs and itself working on the same wave length, at least two-thirds of the problems of administration would be licked. For many years, too much time has been spent blaming others for shortcomings.

No report of this Project would be complete without giving credit to those representatives of Title V and Title I in USQE who gave of their time and talent to make this end result possible. Not only their programmatic knowledge, but their willingness to give of themselves greatly enhanced the products of our efforts.

The expertise of Communication Technology Corporation and their ability to listen to group ideas, and then to verbalize these ideas for future discussion and adoption, greatly contributed to a smooth three-year development progression.

The Project auditor, whose assignment was to give technical assistance in the review of materials as they were being developed, stablized our efforts.

The previously-mentioned continuity of membership from the various state departments of education and local educational agencies was the final cohesive factor.

If these Instruments serve to improve the administration of programs and also have an impact on improving the rapport between branches of educational governance; the time, energy, and money spent will get a maximum return. The end result of helping to better serve the education of children will be materially advanced, and the chief goal of those involved will have been satisfied.

SECTION IV

PROJECT AUDITOR'S REPORT

PROJECT AUDITOR'S REPORT

The SEA Management of Compensatory Education Programs was a special project grant under the Elementary and Secondary Education Act of 1965 (Public Law 89-10 as amended, Title V, Section 505). The grant spanned the time period from December, 1971 to March, 1975. Over this period of time all phases of the project were completed on schedule and as described in the continuing proposals. From December, 1971 until March, 1974 much of the difficult conceptualization work and participant activities was completed. Over that time period the participants grappled with the problem of agreeing upon criterion statements and upon translating these into self-analysis items.

It was also during this period of time that the methodology for generating and field testing the self-analysis instrument was developed and applied successfully. Over this period the auditor attended most of the meetings and maintained close contact with the participants, since the activities were of a developmental nature. The 1974 Interim Report describes very well the field-testing methodology, the results of applying this methodology, and the resultant final SEA self-analysis instrument.

From March, 1974 until the present time product development in the project has increased threefold due to the quality with which the conceptual foundation prior to March, 1974 had been established. During the period between March, 1974 and present, the project personnel and Communication Technology Corporation, the consultants, completed an SEA process model, and LEA self-analysis instrument, and an LEA process model. Much of this work was reviewed in the August 13 and 14 meeting in Minneapolis, Minnesota.

After the changes recommended at the August meeting had been effected, the consultants field tested the LEA instruments with two LEA participants in each state utilizing the same on-site administrative procedures as were utilized in the field testing of the SEA instrument. The analyses and results of this field testing will appear in the final project report, and a combined analysis (under separate cover) of the two self-analysis instruments will be used to summarize the results of having applied these two instruments.

This summary will tend to illustrate the usefulness of the two instruments as a data collection process. Unfortunately, the relationships of the participants involved (i.e., the SEA's and LEA's within the seven participating states) do not hold standard across each of the two instruments. For the SEA instrument, the LEA's do in fact make excellent validation sources and the State Department personnel (potentially the Chief State School Officers) can serve as pinnacle reactors. This relationship does not stand up using only the SEA's and the LEA's in the analysis of the LEA self-analysis instrument. The SEA in fact is the pinnacle reactor and does not serve as a validator of LEA responses in the same sense as was achieved by the LEA's for the SEA. It was felt that a consumer audience such as principals could have added more understanding to the LEA instrument. This however does not refute the equality in quality of the two self-analysis instruments. It does point out the need for self-analysis evaluation to occur throughout the different levels of activity within a state as opposed to its occurring in isolation in any one level of activity.

The auditor would like to commend all of the participants from each state, Ward Vining for his leadership and his willingness to help me keep in touch with what has been going on with the project, and the consultant staff at Communication Technology Corporation for their total cooperation so that I could complete my task as auditor. At this point in time I regret that so much of my time during the last two months has been spent in reviewing products of the project with a critical eye. However, this in fact was the role that I felt had to be completed as auditor. The site visits to a select number of the field administrations were helpful in judging what went into the field testing of the products, and my absence from a couple of the meetings in which policy was decided may have in fact contributed a bonus in terms of allowing me to feel more independent while looking at the product. Conversation with people in the field of some states outside of the project states and the evidences of impact gathered for the Interim Report in March, 1974 indicated the usefulness and quality of the self-analysis instruments.

It was a pleasure and a welcome opportunity for me to learn more about state administration processes and for me to wrestle with some of the analytic problems involving the dual application potentials of the self-analysis instrument.